DOCUMENT RESUME

ED 068 460 SP 005 921

| | |
|---|---|
| AUTHOR | Laffey, James; Perkins, Phyllis |
| TITLE | Teacher Orientation Handbook. |
| INSTITUTION | National Reading Center Foundation, Washington, D.C. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| NOTE | 42p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Educational Programs; Primary Education; *Primary Grades; Reading Instruction; *Reading Skills; *Teacher Orientation; *Tutorial Programs |

ABSTRACT

This handbook presents an orientation program for volunteer reading teachers. Four units covered include an overview of the volunteer tutoring program, the classroom teacher's public relations role in the program, implementation of the tutoring program, and the classroom teacher's administrative or managerial role in the volunteer tutoring program. Each unit is divided into sections covering different aspects of the unit and a final review section. (Related document is SP 005 920.) (MJM)

ED 068460

NPO
SP

4 - NOV 1 0
Copy 1972

# TEACHER ORIENTATION HANDBOOK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SP 005 921

1776 / RIGHT TO READ / 1976

NATIONAL READING CENTER

The tutor training materials were designed by Dr. William Furlong of the National Reading Center. These materials were prepared for the Center through a contract with Dr. Leo C. Fay, Dr. J. Laffey and Dr. Carl Smith of the Indiana University Reading Program. Various individuals contributed to sections of the materials and they are credited according to the contractors' directions. Final preparation of the materials was supervised by Dr. Furlong.

The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

**NATIONAL READING CENTER**
**1776 Massachusetts Avenue, N.W.**
**Washington, D.C. 20036**

ED 068460

# TEACHER ORIENTATION HANDBOOK

BY JAMES LAFFEY
PHYLLIS PERKINS

## TABLE OF CONTENTS

UNIT I: Overview of Volunteer Tutoring Program ... 3

UNIT II: Possible Ways to Implement the Tutoring Program ... 10

UNIT III: The Classroom Teacher's Public Relations Role in the Volunteer Tutoring Program ... 15

UNIT IV: The Classroom Teacher's Administrative or Managerial Role in the Volunteer Tutoring Program ... 21

# UNIT I: OVERVIEW OF VOLUNTEER TUTORING PROGRAM

This unit, an overview of the volunteer tutoring program should:

1. Help the teacher see the need for a volunteer tutoring program.
2. Review for the teacher the problems a culturally disadvantaged child brings to the learning situation.
3. Acquaint the teacher with the purposes or goals of a volunteer tutoring program.
4. Illustrate for the teacher some of the ways a volunteer tutor can be used to accomplish these goals and thus be of assistance to the teacher.
5. Familiarize the teacher with the specifics of the tutor training program so the teacher will know what to expect of the tutor.
6. Provide the teacher with some examples of what tutors can be expected to do with the teacher's guidance.

## SECTION 1: Purposes of and Need for Tutoring Program

Reading is perhaps one of the most important skills a person can acquire in today's highly literate society. Daily contact with street signs, package labels, newspapers and magazines, and telephone directories are a part of almost every human life. Any person who applies for a job must fill out an application blank that he must first be able to read. Yet, there are many people who cannot read as well as they should be able to read.

Estimates of severe reading problems in our schools range from a low of 10 to 20 percent of the pupils in middle-class suburban schools to a high of over 60 percent of the culturally-disadvantaged population in inner-city schools. Not only are many of these children reading below grade level, but probably over half of these children are reading below their ability levels.

*Who are some of these children who are having difficulty learning to read?* Many fall under the heading of the culturally disadvantaged. While this term generally refers to the poor black or white children from the ghetto areas of our larger cities, it also includes the poor children who live in other areas as well—the hills of Appalachia, for example. Most of these children bring to school some of the following characteristics:

1. a limited background of experience
2. limited language development, a foreign language, or a different dialect
3. a poor self-image, a sense of failure
4. a distrust of teachers and school personnel
5. intellectual capabilities that may not be measurable on typical verbal tests or on tests which rely on many environmental factors

The culturally disadvantaged child has had a number of limited or specialized experiences, but these experiences may not have been the kind that help the child achieve in school. He may not have had enough of the kinds of direction or assistance that help a child learn. He may not have been introduced to a world of books or reading materials of any sort. His parents or older brothers and sisters may not have provided him with the intellectual stimulation children need in their early years. Children need to be talked to, they need to have

things explained to them, they need to have their questions answered, they need to be asked questions so they will have to think, they need to be read to, and they need to be exposed to great amounts of oral language. Only with this kind of stimulation can the child develop good oral language himself. Oral language development, listening and speaking is essential to success in reading.

When the disadvantaged child enters school, he may be considered backward because of his lack of language development or because of dialectical differences or for other cultural differences. His cultural differences may not be considered when instruction begins, and the child gets even farther behind. He needs special kinds of learning activities to build up his experience background, to increase his oral language facility, and to change his attitudes toward himself and school. In this way and others the child's intellectual capacities can be stimulated and released for maximum academic achievement.

The disadvantaged child may be very bright, but no one will know what his intellectual capabilities are until they can be tested. Most intelligence tests require some degree of fluency in oral language usage, some reading ability, and a rather middle-class experience background or environment.

If six to 18 or more children in a class of 30 have reading problems which require individualized attention, the classroom teacher is not able to give it. There are not enough hours in the school day for the classroom teacher to individualize instruction to such an extent. Even when the school has a reading specialist, only some of the pupils who need help get it.

School administrators do not have the funds to hire additional teachers or reading specialists to eliminate the problems. Thus, the idea of using volunteers in the schools came into being. Just as learning to write requires first instruction and then practice, learning to read also requires instruction and practice. In the volunteer tutoring program, the teacher provides the reading instruction and the tutor supplements the teacher by providing the child with individualized attention and practice.

*How successful is a volunteer tutoring program?* There is very little research which clearly and unquestioningly demonstrates the success of the tutoring programs in reading. Few programs have tested actual reading performance of the tutees at the beginning and the end of such programs to collect data which illustrate the success of the programs. And, in most cases, the real successes have been reported in terms of changing the tutored child's attitude. These programs are still new, but their successes, though not always statistically calculable, are spreading across the country.

## Review of Section 1

The following statements are a brief review of some of the ideas in Section 1. Decide whether you think the statements are true or false, then give reasons for your answer. This can be done either orally or in a written format.

T F 1. Reading is not a necessary skill for a boy who plans to quit school at age 16 and do manual labor. Why or why not?

T F 2. Reading is not a necessary skill for a girl who plans to get married and remain in the home. Why or why not?

T F 3. Children who don't talk well when they enter school are stupid. Why or why not?

T F 4. A teacher who doesn't individualize instruction for every child who needs it is a bad teacher. Why or why not?

## SECTION 2: Goals of Volunteer Tutoring Program

The goals of the volunteer tutoring program in reading are primarily these:

1. To provide more individualized attention for students who are under-achievers in reading.
2. To try to erase the child's self-image of failure.
3. To increase the child's oral language facility.
4. To build the child's interest in reading.

5. To provide reinforcement for learning that occurs in the classroom.
6. To help the child see that learning can be fun.
7. To try to overcome mild reading disabilities before they become too severe.

Providing the child with individualized attention is probably the single most important ingredient of any tutoring program. If an adult can establish good rapport with a child who is having difficulty in reading, he can do much to make that child believe in himself. The tutor provides the child with an adult to talk to, a friend who is interested in the school. This may indicate to the child that school is not as bad as it seems at times.

Some children at very early ages begin to think of themselves as failures. Perhaps their parents lead them to believe that they can't do anything right, and when these children enter school, teachers and other children may add to these feelings without really intending to do so. Very often, the tutor will be able to change the student's image of himself as a failure by giving him opportunities to succeed. The tutor provides the child with books that he *can* read, with games that he *can* play, with opportunities to talk about the things that he knows. A child who believes that he *can* do something is much more willing to tackle new things, and his chances for success are greater if he believes in himself. This is not to say that anyone can do anything he believes he can. If a person's expectations are unreal he may still fail. But the tutoring program is designed to capitalize on the child's capabilities.

A child whose oral language is characterized by a small vocabulary, dialect differences or a foreign language, a small number of understood concepts, and a lack of standard grammar, needs to come in contact with a great deal of oral language experiences. The tutor can read to this child, talk to him, question him. In short, the tutor can try to provide the intellectual stimulation the child needed but didn't get in his early childhood years.

Many children are not interested in learning to read partly because they don't see the connection between learning to read and their future life. Perhaps the child from the ghetto doesn't see any relationship between himself and the children pictured in his readers who live in houses (he may live in a tenement flat). The ghetto child often doesn't see any relationship between himself and the children in the reader who have a mother who stays home all day and a father who goes off to work each day (his mother very often may have to work because he has no father). He doesn't see any relationship between his family and a family in the reader who has pets and birthday parties. The tutor will attempt to build the child's interest in reading by helping him select books about subjects that interest him, experiences that he knows about, or by letting the child dictate his own experience stories to read.

The tutor will be able to use a number of games and instructional materials to reinforce learning that occurs in the classroom. A child who is having trouble with beginning consonant blends, for example, may play the game *Ends 'N Blends* with his tutor.

Games for skill building can be fun. Children, hopefully, will find that learning can be fun through other media besides games. Learning is fun when the child can be successful. Learning can be fun when the tutor takes the child to the library to see a film or hear a story. Learning can be fun when someone cares.

If a child's reading problems can be spotted early enough and something can be done about them, perhaps the child will progress through school without further difficulty. Typically children who have problems in reading are hampered even more at higher grade levels. If there is no time for the child to correct his difficulties or catch up, he only gets further behind. By working with children in the primary grades it is hoped that their problems will be solved before they become too severe. Good reading skills are necessary in the intermediate grades for *every* subject—not just reading.

## Review of Section 2

*Problem to Solve:* These questions are to be used as a basis for discussions between the teacher and the teacher trainer.

1. Should a tutor spend most of his time talking with the child the first few sessions or should "work" begin immediately?
2. Does the tutor take over the teacher's job of instructing the child in academic subjects (reading)? Why? Why not?
3. How can the tutor help the child think that he can succeed? If a tutor helps a child realize success, what effect will this have on the child trying new learning tasks?
4. Are classroom textbooks always relevant to the real life of the child? Why? Why not?
5. Are games useful for helping children learn?

## SECTION 3: The Volunteer Tutor and His Training

*Who is the volunteer?* The volunteer tutor is a member of the community who is interested enough in education and children to donate his time and energies to helping a child or children with reading. The tutor may be a housewife who has some extra time now that her children are all in school or who is willing to find someone to keep her younger child or children while she spends her time in such a worthwhile endeavor. She may have children who attend this particular school. She may be an older woman who has grandchildren, or she may never have had children of her own.

The volunteer tutor may be a college student who sees such a program as a way for him to be of service to the community in which he lives. He may see such a program as a definite learning experience for himself as well.

The volunteer tutor could be a man who works afternoons and/or evenings. He may have children who attend this particular school or he may just be willing to spend some of his free time working with children.

The volunteer tutor may be a retired teacher or businessman—someone with time on his hands and a need for being of service. Or the volunteer could be a high school student who is willing to give up his free periods during school (or after school) to help others.

Whoever the tutor is, *he is not a teacher.* The classroom teacher is still responsible for the major content of the school day. The tutor is available to aid the teacher by working with specific children, talking to them, listening to them, being a friend to them, helping them practice skills they have learned in the classroom.

Just as each child is different, so also will each tutor be different. Each tutor will have his or her own special experience background, his or her own special interests, and his or her own skills or abilities. Some tutors will learn quickly and will need less guidance as time goes on; others will learn more slowly and will need more help for a while. Most of the volunteers will have only their training sessions and the teacher to rely upon for guidance.

*What was involved in the tutor's training?* The tutors who volunteered for this program have spent 20 hours learning what it means to be a tutor, learning about working with children, and learning about some reading instruction practices. They have been given some insights into the differences between tutoring and teaching.

[Note to trainer: Show the teachers the 10-15 minute video tape prepared by the National Reading Center showing tutors at work in typical classroom settings. Discuss some of the points noticed in the film.]

1. The necessity for establishing good rapport with the tutee has been stressed. The tutor has been encouraged to let the child talk, to listen to the child, to ask questions of the child that will require more than a yes or no response so that the tutor can discover as much as possible about the child and at the same time help the child develop better oral skills. The tutor has been taught to display confidence in the child's ability to learn, demonstrate patience, acceptance of the child, flexibility in each day's activities. The tutor also shows respect for the teacher and the school, and exhibits behavior suitable for a child to imitate.

2. Tutors have been briefed in the use of an interest inventory to discover the child's interests. Typical questions that might be used

to identify the child's interests include the following:

What do you like to do in your spare time?

Do you have an allowance?

Have you ever earned money? How?

What do you do with your money?

What are your favorite television programs?

What do you like best about these programs?

Have you ever been to a farm?

Have you ever been to a ball game?

Do you have a pet? If so, what is it?

Do you like school? Why or why not?

Do you like to have someone read to you?

Do you have a library card?

Another type of informal interest inventory that could be used might be the open-end sentence type. The tutor begins a sentence and lets a child finish it. Sample open-end sentences for this might include:

My idea of a good time is _____

Most brothers and sisters _____

If I had $5.00 to spend I would _____

If I had three wishes, I would _____

The best part of school is _____

I would like to be _____

3. The tutor has had some experience with the components of a daily lesson plan. He knows that goals should be set for each session, that games, books, or other activities are to be selected which are appropriate for reaching specific goals, and that each day's activities should be evaluated in terms of whether the specific goals were achieved.

4. The tutor has some knowledge of how to work with the teacher in assessing the child's weaknesses in reading. The tutor has been instructed in the use of an Informal Reading Inventory. That is, he will be able to use graded readers (but not ones the child has used before) ranging from six months to a year lower and six months to a year higher than the grade score the child achieved on his most recent school reading test. (If tests are not available, the teacher might judge the child's reading levels, and these ranges could still be used by the tutor. Further Informal Reading Inventory selections of 100 words will be chosen from each of the books. For any grade level (2.0 for example) materials will be selected about 20 pages from the beginning of the first book at that grade. Similarly, for halfway through a grade (2.5) materials will be selected near the beginning of the book for that level. The child is asked to read passages from each of these books and the tutor will ask some questions about the selection to check the child's understanding of the passages.

If the child makes two to five oral reading errors per 100 words, this level is the child's instructional reading level. That is, with guidance the child should be able to read books at this level. He will be able to read well enough to understand, and yet he will be able to learn some new words.

If the child is able to read the materials with no more than one or two errors, that level of material can be construed as his independent reading level. Material at this level could be read by the child silently for his own pleasure.

If, for some reason, the tutor begins with the lowest level book selected, and the child makes five errors right away, there has probably been a mistake somewhere and the child should not be asked to continue. Selections should then be made at lower grade levels. (The level at which the child makes six or more errors in selections of 100 words is called the frustration level for the obvious reason that reading at such a level is frustrating to the child.)

In addition, while the child is reading orally, the tutor should be able to notice whether the child reads word by word, whether the child uses any particular sounding out techniques when he comes to an unfamiliar word, or whether the child makes frequent mistakes by confusing certain words. The tutor should also be able to note the words the child misses and what the child says in place of a particular word. For example, if the word is *church*, the tutor should be able to note that the child said *shursh*. This type of notation should enable the teacher or the reading specialist to pinpoint

some of the child's specific weaknesses and indicate the areas of instruction that need further work.

5. The tutor will have some knowledge of reading readiness and how it is related to beginning instruction. He will see that children need a variety of experiences, opportunities to listen to adults talk to them and read to them, opportunities to talk and use words, and opportunities to discriminate between sounds and objects before they are ready to read. He will also understand that some concepts are taught before others and that the child's readiness to go to more difficult levels of learning must be evaluated.

6. Tutors will have a handbook of nearly 60 skills that are commonly taught in the first three grades. Along with some of the skills will be a behavioral objective, a sample lesson or an illustration of a teaching technique for that particular skill, and an assessment item of that technique so the tutor can determine whether the skill has been achieved by the tutee.

7. Tutors will have some acquaintance with language experience approaches—that is, using the child's own language for specific activities. The tutor might show the child a picture and ask the child to describe the story he sees in the picture. The tutor would write down the child's story as the child dictates it. Later the child would read his own story.

8. Tutors will also be briefed in some simple questioning techniques. Asking questions that require more than a simple *yes* or *no* answer is a skill that is especially needed when trying to increase a child's oral language ability. Also, asking questions to check comprehension or to check for specific skills requires some training. Tutors will be trained in these areas.

9. Tutors will also be instructed in helping the child use reading skills in content subjects. Using reading skills in working with charts or maps, finding the main idea, finding the answers to specific questions are some of the topics with which they will be able to work.

10. Tutors will have some training in helping a child select a library book. Helping a child select a library book that he can read is quite different from helping a child select a library book that someone else will read to him. The tutor will have to have some knowledge of the child's reading ability and then will have to be able to recognize a book that matches the child's reading level. The tutor will also have some instruction in the library system in order to locate books that deal with topics of interest to the child. However, the tutor can also rely on the librarian for some help in this area.

11. The tutor has also been informed of some ways to evaluate both his own success as a tutor and the child's success in achieving reading skills. Evaluation is ongoing. The tutor must assess each day's activities. If the child does not enjoy a particular activity, perhaps it should be discontinued. If the child cannot read a particular story that the tutor thought he could read, perhaps the tutor will read it to the child. Followup activities, reinforcement activities, and continuity rely on adequate records and daily evaluations.

*What, therefore, can be expected of the tutor?* With adequate guidance from the classroom teacher, the tutor can be expected to do a number of things. While the tutor has had some training in planning a daily lesson, his experience has been limited, and he will need to rely on the classroom teacher for quite a bit of help initially. However, here are some things that might be expected of the tutor in specific situations.

Carol is a first grader who doesn't know all of her beginning consonant sounds. Perhaps the tutor could work with Carol in developing a scrapbook of pictures of items, the names of which begin with the same sound as one of the consonant sounds Carol doesn't know. As Carol selects the pictures from magazines the tutor would ask Carol to tell what Carol thinks the item is. If Carol selects a picture of something that does not begin with the proper sound being worked on, the tutor might ask her to think about it and then put it on another page already completed or save it for a later time when they will work on the other page.

Jane is a third grader who reads her reader pretty well, but she seldom is able to answer comprehension questions after reading any selection. The tutor might use a comic strip

like *Peanuts* or *Blondie*, one in which the action is not continued from day to day, cut the strip up into segments, and ask Jane to put the sections in order. This would encourage Jane to pay attention to details as she reads.

Jack is a second grader who doesn't read very well, but he also doesn't talk much in the classroom. When he does talk, his vocabulary seems quite limited both in the number of words he is able to use and in grammatical correctness. The tutor might spend quite a bit of time reading short stories or a book to Jack. Perhaps Jack could be encouraged to talk about something that especially interests him. Reading to Jack will provide him with a better knowledge of grammar and new vocabulary at the same time, but Jack will also have to be encouraged to talk—to use the new words he hears.

The interest inventory could be used as a jumping-off place for work with Jack. Jack indicated in early conversation with the tutor that his favorite television show is *Family Affair* and that he has a cat named Tinkerbell. The tutor could ask Jack questions about the television show such as:

> What are the names of the children on *Family Affair?*
>
> What does Mr. French do?
>
> Why do you like to watch *Family Affair?*
>
> What episode did you especially like because it was funny?

Jack will eventually relate one or more entire episodes, what happened, why he thought a particular episode was funny. He might dictate an entire story to the tutor and she could help him read it later. Or Jack might be encouraged to make up a story of his own about Buffy and Jodie of *Family Affair*.

Jack might also dictate some stories about his cat Tinkerbell. How did Jack get his cat? Why did he call it Tinkerbell? What does his cat do all day? Who feeds Tinkerbell? What does the cat eat? These leading questions could be used to help Jack develop his own language experience story about his cat.

## Review of Section 3

***Questions for Discussion:***

1. Because the tutor has been given some information on the use of an interest inventory, is it safe to assume that he can use it effectively?
2. Discuss the advantages and disadvantages of an informal reading inventory. Of what use could it be to a tutor?
3. How much direction will a tutor need to work with a child in the area of reading readiness?
4. What is meant by a language experience approach to teaching reading? Give an example of how a language experience approach might be used in tutoring.

## UNIT II: POSSIBLE WAYS TO IMPLEMENT THE TUTORING PROGRAM

The objectives of Unit II are:

1. To acquaint the teacher with different ways to implement a tutoring program.
2. To indicate some advantages and disadvantages of each of the plans.
3. To familiarize the teacher with some of the problems involved in setting up a tutoring program.
4. To enable the teacher to view an entire range of factors which should be considered when setting up a tutoring program.
5. To provide the teacher with some background information so that the teacher will be able to critically evaluate plans for his or her own school system.
6. To provide the teacher with an opportunity, through simulation, to plan a tutoring program for a group of children.

### Introduction

There are different ways to implement a tutoring program, and there are advantages and disadvantages in implementing any program. Decisions must be made as to which plan is most feasible for a particular school and which plan is most practical for a school. In all such decisions, the factors which must be considered include the teachers involved, the tutors, the children, the available instructional materials, the space available, administrative policies, and the community of other people who are involved in the program.

Three plans are discussed here. Revisions of these plans, some combination of plans, or some entirely different plan might fit a particular school system better. However, these are three typical types of tutoring programs.

#### Plan 1

One or more tutors are assigned to work with a particular classroom teacher. The teacher then is responsible for working directly with the tutor or tutors, discovering the capabilities and interests of the tutor, agreeing with the tutor upon a mutually satisfactory time schedule, assigning the tutor a specific child or group of children to work with, locating materials or helping the tutor locate materials for use, freeing space in the classroom for the tutor and child to work, and providing space for their materials.

This plan places a great deal of responsibility upon the classroom teacher. However, it does permit a close teacher-tutor relationship. The teacher will have an opportunity to see what particular skills the tutor is working on, and the tutor will be able to see what the child has been studying and relate tutoring sessions to classroom activities.

The teacher and tutor may have more opportunities to confer with each other while the reasons for conferences are fresh in their minds. Such a close working relationship may also make for greater flexibility. One tutor may be able to come to the classroom only once a week for an hour or so or for half a day. This tutor might be used for working with different children each week—children who may only need a little help in one particular area. Or this tutor might read to a child or group of children.

Other tutors would probably come for short periods of time two or three times a week. These tutors would be more useful for the

one-to-one ongoing, reinforcing type of relationship necessary for individualized instruction. (For tutoring to accomplish much, sessions should be about 20-40 minutes long and should take place at least twice a week to provide any carryover.)

The disadvantages of Plan 1 include the possible strain that may be put on the school's supply of materials. If every teacher has to have materials in the classroom for the tutors to use, there may not be enough materials to go around. If some central location can be designated for locating materials, tutors will have to get them before each session and return them immediately after each session. Some system may have to be arranged for a tutor to reserve a particular book or game for a particular time so that lesson plans won't have to be changed at the last minute because someone else got to the material first.

Space in the classroom may be at a premium, and it may be hard to find room for more than one tutor to work at one time. This may also pose a scheduling problem for the teacher. If several tutors are coming, each at a different time, the teacher will have the task of planning instruction so that each tutee doesn't constantly miss a particular subject.

The tutee may be distracted if he sees something going on in the classroom that he really hates to miss. (He may not like leaving the room during a particular activity either, but he may be able to forget about it if the tutoring session is interesting enough and he doesn't have the activity as a constant reminder.)

**Plan 2**

Tutors work with individual children two or more times a week in a central location in the school, e.g., the school library, the school cafeteria, or an empty classroom, if possible. Scheduling tutors and children at mutually satisfactory times is again necessary. In many schools, school policy might require that a reading supervisor or a certified teacher be present in the library or whatever central location is selected for tutoring. In other schools, this may not be necessary. However, it is wise to check the school's policy in matters like this.

Plan 2 might work like this: Tutors A, B, C, D and E might tutor children a, b, c, d, and e on Tuesdays and Thursdays from 9:00 to 9:30 a.m. They might also tutor children p, q, r, s and t from 9:40 to 10:10 a.m. on those same days. Tutors F, G, H, and I might tutor a similar double set of children Wednesdays and Fridays at the same morning hours, and tutors J, K, L, M and N might tutor Monday and Wednesday afternoons from 1:10 to 1:40 and from 1:50 to 2:20. One supervisor, a teacher or a reading specialist, might be present at all of these times, or different teachers might be present at various assigned times. (See Diagram of Schedule.)

Many variations of this type of schedule could be arranged. Tutors might meet with their assigned children three times a week. Each tutor might work with only one child for longer time periods two or three times a week. If tutors work with a double set of children, they need at least 10 minutes between sessions to change materials and organize their next lesson plan for implementation.

If possible, all the children being tutored from one classroom should be tutored at the same time. That is, children from Mrs. Smith's room might be tutored during the 9-9:30 time slot Tuesday and Thursday. If Mrs. Smith has more children to be tutored than the number of tutors for that time slot, perhaps the children from her room might comprise two time slots. Mrs. Smith will be better able to schedule her regular classroom activities if the children leaving her room leave for one or two time slots than if six children leave one at a time for each of the six time slots listed on the schedule.

There are several advantages in Plan 2. One advantage includes the opportunity for all materials to be centrally located. This way, fewer copies or sets of certain materials are needed. Tutors can see when another tutor has finished with a particular game or book and can use the same game during a different part of the same tutoring session. Tutors may also observe other tutors using something they haven't tried and may therefore learn from each other.

If a reading specialist or teacher is at hand, tutors have someone to turn to immediately

**Possible Schedule for Plan Two**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Supervisor A | | 9:30-9:30<br>Tutor A with Child a<br>Tutor B with Child b<br>etc.<br>9:40-10:10<br>Tutor A-Child p<br>Tutor B with Child q<br>etc. | 9:00-9:30<br>Tutor F with Child f<br>Tutor G with Child g<br>etc.<br>9:40-10:10<br>Tutor F-Child u<br>Tutor G with Child v<br>etc. | 9:00-9:30<br>Tutor A with Child a<br>Tutor B with Child b<br>etc.<br>9:40-10:10<br>Tutor A-Child p<br>Tutor B with Child q<br>etc. | 9:00-9:30<br>Tutor F with Child f<br>Tutor G with Child g<br>etc.<br>9:40-10:00<br>Tutor F-Child u<br>Tutor G with Shild v<br>etc. |
| Supervisor C | 1:10-1:40<br>Tutor J with Child j<br>Tutor K with Child k<br>etc.<br>1:50-2:20<br>Tutor J with Child x<br>Tutor K with Child y<br>etc. | | 1:10-1:40<br>Tutor J-Child j<br>Tutor K with Child k<br>etc.<br>1:50-2:20<br>Tutor J-Child x<br>Tutor K with Child y<br>etc. | | |

for help during the session if necessary (hopefully, this won't be necessary), between sessions, or before and after sessions. This provides more on-the-spot training for the tutors.

With tutoring sessions in a library or other central location, other children visiting the library or passing the location in the hallway will be able to see the tutees having fun with interesting games or books. These passersby will, therefore, view the tutoring sessions as positive experiences.

Some of the disadvantages of Plan 2 include scheduling problems. Scheduling is not impossible, but it is a big job to take into consideration the tutors' free times, the best release time for the tutees and their teachers, and matching schedules of tutors and tutees without having the student miss his recess period or his favorite school activity, whatever it may be.

If the library is used, the librarian and other school personnel may object to the noise generated by so many people talking at once. Noise, however, is something the librarian and others may be willing to put up with when they understand a tutorial program's possibilities. It may be necessary or advisable for a tutor and child to move to a conference room or some other location if they will be making excessive noise while playing their learning games. Occasionally two or more tutors might want to get two or more tutees together for one session to play a game, and they might go elsewhere for this one session because of the noise.

Other children can still use the library, get books, and look up information for reports while the tutoring sessions are going on. It may be necessary for teachers to refrain from bringing entire classes into the library during tutoring sessions, but if all teachers are advised about tutoring times, they will be able to arrange their library visits accordingly.

Some school libraries may not be large enough or even pleasant enough to house a tutoring program. There may not be any area in the school large enough or free long enough for a tutoring program.

If a central location is found for tutoring, the tutors and teachers of the tutees will have to make special efforts to get together for conferences now and then. It will be harder for the tutor to relate tutoring sessions to classroom activities. If supervisors are required in the central location, teachers may have to give up their free times during the day to be supervisors.

### Plan 3

Tutors work with individual children or groups of children in a central location after school hours. This type of program also has its advantages and disadvantages. It might permit a larger number of men to volunteer for tutoring after work hours. It also provides a central location for materials, an opportunity for tutors to learn from each other, and on-the-spot training if a supervisor can be present. Some teachers might be more available for supervising or even for tutoring.

The disadvantages include the problem of finding a suitable location. Would school policy permit the use of the school building after school hours? If not, is there a church facility or community center available that would have tables and chairs suitable for children and pleasant surroundings in which to work?

If a central location is found, is it close enough to the tutees' homes so that they could walk home? Or will parents have to provide the child's transportation one or both ways? Would the parents of the children who need help be willing to provide transportation?

Children who have been in school all day may be too tired to put forth any extra effort to achieve results after school hours. They may resent having to give up play time. Other children, however, may welcome the opportunity to have a place to go after school, and they may therefore enjoy the experience.

## SUMMARY

The three plans discussed have advantages and disadvantages. More advantages or disadvantages may be viewed from the standpoint of any particular school. The pros and cons have to be weighed; individual school policy will have to be considered; adjustments in any of the plans may have to be made to fit your particular school situation. Teachers, tutors, children, school administrators, community officials if involved, parents, instructional materials, and space all deserve some consideration in any decisions.

## Review of Unit II

***Discussion questions:***

1. Review Plan 1: One or more tutors are assigned to work with a particular classroom teacher. What advantages do you see in this plan? What problems do you see in such a plan? Do not limit your answers to the materials found in the text. Think about your own school system. What might the advantages of Plan 1 be for your school? What problems would Plan 1 present for your school?
2. Review Plan 2: Tutors work with individual children two or more times a week in a central location in the school. Again, what advantages does such a plan present for your school? What would be some problems with Plan 2 in your school?

*A Simulation Activity—Scheduling Tutors and Children*

You have been given the responsibility of scheduling tutors and tutees for your school. Fifteen tutors have been trained and are ready to work. Twenty-four children have been recommended for the program. What do you need to know before you can make up such a schedule?

1. Who are the children?
2. What room or space is available when the children are available?
3. What facilities are available in these rooms? Desks or tables?
4. When can the tutors come for tutoring?
5. What are the schedules for recess, music, gym class, etc.?

6. Which tutors are willing to tutor two children at two different times?
7. How long will the tutoring sessions be? How many times a week?

[Trainer: After these points have been discussed provide the following information:]

1. The cafeteria-multi-purpose room is not being used Monday or Friday afternoons after 1 p.m.

   Conference Room C is generally not used and is available for one tutor and one child at a time.

   The library can be used any three hours of the week (but only for a total of three hours) and there are spaces for only four tutors and four children at a time.

2. Tutors 1, *2, 3, *4, and *5 are available any mornings.

   Tutors *6, *7, 8, *9, and 10 are available any afternoons (however, Tutor 9 can't come any Thursday).

   Tutors *11, *12, 13, *14, and 15 are available for these times:

   Tutor *11 can come from 9-11 Mondays and Thursdays or 1-3 Tuesdays and Fridays

   Tutor *12 can come Tuesday, Wednesday, and Thursday mornings

   Tutor 13 can come Tuesday, Wednesday, and Friday afternoons

   Tutor *14 can come Monday, Wednesday, and Friday mornings

   Tutor 15 can come Monday, Wednesday, and Thursday afternoons

   The asterisks indicate the tutors who are willing and who have enough confidence and/or ability to work with more than one child.
3. To simplify the task we will omit the children's schedules except to note that primary children have recess every morning from 10:10 to 10:30 and every afternoon from 2:00 to 2:15. (Eliminate these times from your schedule.) Student 3 also works with the speech therapist Tuesdays and Thursdays from 9:30 to 10:00 a.m.
4. Each tutoring session lasts 30 minutes and no tutor will tutor more than one child at a time. You decide how many times a week each tutor will come.
5. The children to be tutored include:

| | | | |
|---|---|---|---|
| Room 1A: | Nelson | Room 1B: | Sally |
| | Susan | | Tim |
| | David | | Bruce |
| | Ann | | |
| | Clara | | |
| Room 2A: | Tommy | Room 2B: | Clark |
| | Janie | | Hank |
| | Betsy | | Melba |
| | Billy | | Brad |
| | Carl | | |
| Room 3A: | Alice | Room 3B: | Heather |
| | John | | Bobby |
| | Cheri | | Kate |
| | Nicole | | |

Set up a tutoring schedule for these tutors and children in the rooms designated. Consider the four main parts of the program: tutor, time, place, and children. Block out on a Monday through Friday schedule.

Sample Schedule

Time and Place

| Tutors | Monday | Tuesday | Wednesday | Thursday | Friday | Children |
|---|---|---|---|---|---|---|
| | | | | | | |

## UNIT III: THE CLASSROOM TEACHER'S PUBLIC RELATIONS ROLE IN THE VOLUNTEER TUTORING PROGRAM

In any plan where volunteer tutors are used, the classroom teacher has several very important roles. The teacher's roles are primarily in the areas of public relations and administration or management. The public relations role of the teacher is threefold. The teacher is responsible for maintaining a good relationship between himself and the tutor, between the tutee and others, and between the tutee's parents and the school.

### SECTION 1: The Teacher-Tutor Relationship

Objectives for this section are:

1. To discuss with the teacher the importance of a good relationship between the teacher and the tutor.
2. To provide the teacher with some suggestions for establishing and maintaining a good relationship with the tutor.
3. To enable the teacher to understand the needs of the tutor and how these needs may be met.

For a good relationship to develop between the teacher and the tutor, the teacher must first get to know the tutors. Who are the tutors? What are their occupations, their special interests, their special abilities? Do they prefer working with girls or with boys? Some of this information and more may be needed for future reference. A tutor information form should be filled out by each tutor. (See sample form.)

In working with tutors, the teacher needs to recognize the tutors as individuals with their own specific capabilities, talents, and needs.

1. *They need encouragement.* They often may feel very insecure in their new role as a tutor. They may have doubts about their abilities to relate to the child or children assigned to them. They will be frightened and nervous just as a teacher is frightened and nervous the first day of school when everything and every one is new. Encourage them to relax. Try to put the tutors at ease.

2. *Tutors need to be treated with respect.* They are giving their time because they are interested in the educational process. They need to be respected for their willingness to help, and for their special abilities.

3. *Tutors need to feel wanted or needed.* Teachers need to let the tutors know that they are wanted because of the help they provide, and that there are certain things they can do that the classroom teacher doesn't have enough time to do.

4. *Tutors need help and direction.* Even though the tutor training program was quite extensive, tutors still need a lot of help and some of them will need more help than others. Let tutors know that you are available to help, that the teacher will help the tutors locate materials, and that the teachers will seek additional help for the tutors if it is necessary.

5. *Tutors need to know what is expected of them.* If teachers intend to help your tutors a great deal in the beginning and then expect them to carry on later, tell the tutor so. Don't let the tutor wonder whether he should wait for teacher direction or whether he should use his own initiative.

6. *Tutors need praise and encouragement.* When the tutor's efforts are successful, the

## Tutor Information Form

Name: Mr. / Mrs. / Miss _____

Address: _____

Phone Number: _____ Date: _____

Highest Level of Education: _____

If you have children, list their names, ages, and grade levels:

_____

_____

_____

_____

If you have a preferred assignment, please list whether you prefer working with boys or girls and a preferred grade level:

_____

When (days and times) are you available to serve regularly each week? Please indicate number of days, specific days, number of hours, and whether mornings or afternoons:

_____

_____

What are your special interests or hobbies?

_____

Do you speak another language in addition to English? If so, what?

_____

Do you have any special abilities that might be useful in the classroom? If so, what are they?

_____

teacher should let him know. Let the tutor know that you noticed that a student finally knows the difference between short *e* and short *i* sounds. Let the tutor know that another of her students took a library book home for the first time this year after her interest in shells was aroused during a tutoring session. Praise from the teacher and actual success in the tutoring session are often the only rewards the tutor will have.

There are other needs the tutors may have as times goes along. In one particular volunteer tutoring project, the tutors were all parents of children who attended the school. The reading specialist who was in charge of the orientation sessions noticed that several children who had been recommended for tutoring were the children of some of the people who had volunteered to tutor. Realizing what tremendous guilt feelings some of the parents might have when they realized that their own children needed tutoring, the specialist attempted to reassure them. Reassurance attempts went something like this: "Some of us may find our own children enrolled in the tutoring program. We should not feel guilty about this. As parents, we often have difficulty helping our own children with schoolwork partly because our expectations for our own children are so high and partly because we lose patience with our own children rather quickly. Sometimes we don't know exactly how to help our own children and this frustration enters in too. It is much easier to be patient with someone else's child."

The specialist went on to relate her own personal experience of trying to work with her first grader who was having trouble with reading. She admitted that with all her training, she had a very difficult time being objective, being patient, and being encouraging without pushing the child. By being aware of a possible problem situation, this specialist was able to forestall some of the guilt feelings and feelings of inadequacy that might have developed among the tutors. If a teacher is aware of situations like this, some issues may be resolved before they really become problems.

The volunteer tutor who finds the teachers he works with respectful and encouraging will be able to do a better job. He will be more willing to volunteer again and he may enjoy his work so much that he will encourage his friends to volunteer in the future. Most important of all: if there is a good cooperative relationship between the tutor and the teacher, the tutee will benefit.

***Statements for discussion***

These statements can be put on overhead slides and used for class discussion:

1. Which one of these statements might the teacher use to put the tutor at ease?
   a. Johnny is a real problem child.
   b. Johnny loves to play baseball, and I know you have been one of the faithful spectators at the sixth grade's after-school games. Perhaps you two can discuss baseball.
   c. Tutoring will be easy; just be thankful you aren't a teacher.
2. Which one of these actions would show the tutor you are interested in having his or her help?
   a. You assign the tutor the task of grading math papers.
   b. You prepare a list of possible materials you need for the room and you ask the tutor to try to find them.
   c. You give the tutor a folder you've prepared about the tutee listing some of his weaknesses, his interests, and some suggestions of materials (and where to find them) the tutor might use, and you suggest that the tutor see you with any questions he may have during the lunch hour.
3. Which of these plans will be the most help to the tutor at the beginning of the tutoring sessions?
   a. Here are my suggestions for your first two or three meetings with the child. I have indicated several different things you might do to get acquainted. After you have met with the child we will discuss future plans and specific areas in which the child needs work.
   b. Here are some suggestions for your

first two or three sessions with the child.

c. Here is some information about the child. Good luck!

4. Which of these casual introductions to the principal will make the tutor feel best?

a. Hello, Mr. Jones. My aide and I are on our way to the library.

b. Oh, Mr. Jones, this is Betty Smith.

c. Oh, Mr. Jones, this is my friend and helper, Mrs. Smith. Betty has volunteered to tutor some of our children who need extra help in reading. You'll probably be seeing her here frequently.

## SECTION 2: Relationships Involving the Tutee

The primary objective of Section 2 is to review with the teacher the importance of his or her role in providing a suitable climate in which the tutee will be able to learn.

What about the child who will be tutored? How is he to be treated? Consider the child and how he feels when Mrs. Jones, the tutor, comes to the classroom to pick up the student for the tutoring session.

Often instances of calling attention to the child and downgrading a program can occur accidentally if the teacher doesn't think about her words and actions carefully beforehand. Some suggestions to consider are as follows:

1. Tell the child about the tutoring program, that he has been selected to work with a special person (by name, please) at a certain time, in the classroom or wherever. Arrange a special signal with him so that he will be ready when it is time. Be positive in your attitude toward the program. Don't, however, make promises that might not be kept. The child will receive additional help with his reading that he will probably enjoy; it may or may not cure all his problems.

2. If other children ask about what is going on in the classroom or in the central location where tutoring takes place, be truthful and again positive. Help them see that the tutoring program is a good thing and not something about which they will want to tease the tutee.

3. Help the tutee see the tutoring session as enjoyable and helpful and not a punishment. Arrange the tutee's schedule so that he does not miss recess or his favorite activity. Naturally the child will miss something if he is tutored during school hours, but care must be taken so the child won't feel he is being punished. Occasionally it may be necessary to cancel a regularly scheduled tutoring session for something that may not seem too important to anyone except the child. For example, let us suppose that the tutee has been working with a group on a special project collecting and identifying seashells. Today a special resource person is coming to discuss with the class something about identifying such shells, and the tutee is quite excited. That person can come only during the time the child is supposed to be tutored. In this case, it is absolutely imperative that the tutoring session be cancelled or postponed (whichever is necessary depending upon the tutor's time schedule too). Judgments must be made every day in the areas of what is best for the child.

4. Be alert for any change in attitudes on the part of the child or for any improvements in his reading skills. Praise him as well as the tutor. But *don't* do it in front of the class if it will embarrass the child. Let him know privately that you are pleased with his progress.

In all these ways and more the teacher provides the climate for good working relationships between the tutor and the tutee, between the tutee and the teacher, and between the tutee and his peers. Atitudes will remain important throughout the entire program.

## SECTION 3: The School-Parent Relationship

The classroom teacher is also the person most responsible for the school-parent relationship. Very few parents have many dealings with the school principal, and even fewer have dealings with school administrators. Their only contact with the school is the teacher who teaches their child.

Before a volunteer tutor can work with a child, school policy may dictate that the parent first give permission. The parent will look to the teacher for the whys and wherefores of such a program. In order to convince the parent that such a program is worthwhile, the teacher will have to see it as worthwhile. Parents will not be fooled by false enthusiasm. The teacher may have to explain to the parents how the program will work, and she may have to justify her reasons for selecting their child for the program.

Following is a sample permission slip that might be used in a volunteer tutoring program.

In some schools, it may be necessary to take this form to the child's home in order to get it signed. In other schools, children might be entrusted with delivering the form, or the mails might be used. One school had each teacher call the parents of the children who were to be tutored from her classroom. The teacher was thus able to get verbal permission and answer the parent's questions at the same time. Then the form was sent home with the child and returned to the school where it was placed in the child's permanent record file.

School policy may also require that parents give the principal permission to release information from the child's personal record file to the tutor when necessary (test scores, etc.). Justification for this will also be required by some parents.

**Blank School**

**Tutoring Program in Reading**

Dear Parent,

_____, has suggested that your child
teacher's name
might benefit from some extra attention in the area of reading. We hope that you will cooperate with, and take an interest in, this new program sponsored by Blank School. If you have any questions please call the teacher or Mr. Program Supervisor (Phone No.).

_____ has my permission to be part of
child's name
Blank School's tutoring program in reading. I understand that he or she will meet regularly during school hours with a tutor who has been especially trained to help with reading.

_____
Parent's name

_____
Date

Please return this form to the classroom teacher. Thank you.

If a Plan 3 (See Unit II) type of tutoring program is to be implemented, parents may have to provide transportation for their child to and/or from tutoring sessions. If a tutor wishes to take the child on a field trip of some sort (to a public library or elsewhere), the parent may also have to give permission.

Parent cooperation will be needed in a number of ways for a volunteer tutoring program to succeed. The teacher will be the major agent for eliciting such cooperation.

## Review of Sections 2 and 3

Respond to these statements—*True* or *False*. Then give reasons for your answer.

T F 1. The child who will be tutored needs to know when he is to be tutored, by whom he is to be tutored, and where.

T F 2. Be sure you tell the child that he will be able to read like everyone else at the end of the semester.

T F 3. Tutoring sessions should never be missed by the child.

T F 4. Parents need to be kept informed about what is going on at school.

T F 5. Parent permission may be needed before the child can be tutored.

T F 6. Parent permission may be needed before the child's permanent record file can be opened to the tutor (or any part of the file.)

## UNIT IV: THE CLASSROOM TEACHER'S ADMINISTRATIVE OR MANAGERIAL ROLE IN THE VOLUNTEER TUTORING PROGRAM

At the end of Sections 1 and 2 the teacher should be able to:

1. Establish criteria for selecting tutees.
2. Select children for the tutoring program.
3. Assign the child to a tutor.
4. Provide the tutor with some information about the child's background of experiences, skills, interests, and problems that may affect the tutoring situation.

Classroom teachers will make many administrative and managerial decisions, either singly or collectively, in any tutoring program. In some programs a group of teachers will form a committee which will make all the decisions about organization and implementation. In some schools a reading specialist may be in charge of such a program, but classroom teachers will still offer advice and make recommendations. In other programs, teachers, parents, and outside experts might form an administrative committee to organize and implement a program.

Regardless of how the program is set up, the individual classroom teacher will decide which children to recommend for tutoring. If there are enough tutors, all of the children recommended will be tutored. If there are not enough tutors, the teacher or a group of teachers will have to decide which children should be tutored first.

### SECTION 1: Selecting the Tutees

There are many children in every classroom who could benefit from some individualized instruction and attention. What kinds of criteria can a teacher use to select children for a tutoring program? In general, children in the following categories might profit from tutoring: (Notice that many of these require subjective judgments.)

1. A child who is one semester or more behind in general reading ability.
2. A child who lacks a few specific skills in reading—skills which are needed if he is to progress in other subject areas.
3. A child who has a limited background of experiences and who has difficulty communicating.
4. A child who lacks several important skills which limit his entire reading growth.
5. A child who lacks several skills but whose poor attitude and past failures interfere with his learning to progress.

Children with severe reading disabilities and severe emotional problems should probably be assigned to a reading specialist. If there is no reading specialist in the school system, such a child may have to be included in the tutoring program on the theory that some help will be better than none. However, care must be taken when assigning such a child to a tutor. It might also be possible for the teacher to work with such a child when tutors are in the classroom.

If achievement tests are given periodically, it is fairly easy to spot the child who is one or more semesters behind in general reading ability. If his entire reading picture is behind (vocabulary, comprehension, etc.), he may be considered to lack general maturity in reading. Individual instruction beginning at his level

may be all he needs to catch up to the rest of the class. That is not to say that he will catch up overnight, but good results should come from extra help.

The child who lacks a few specific skills in reading—skills which are needed in other subject matter areas—may also be able to overcome his problems with a little extra help. He generally gets along well enough in reading but isn't always able to use his reading abilities in other content areas. He may need practice in reading for various purposes.

Children with limited backgrounds of experiences and who have difficulty communicating may include children with several different types of communication problems. The child may have a dialect problem, which prevents his teacher and classmates from understanding him. He may speak another language; or he may not have had the proper amount of language stimulation all children need at a very early age. Perhaps his parents didn't talk to him much; perhaps they never read to him; perhaps there are so many children in his family that the parents didn't have time for any one child. The government's Head Start Program and National Educational Television's *Sesame Street* are doing much in the area of providing preschool children with better experience backgrounds, but not all children are reached by these programs.

Some children lack several important skills or overuse some skills so much that their entire reading growth is hampered. An example of this type of child might be the child who learned phonics to the exclusion of all other skills. This child may attempt to sound out every word he meets. He may have a very limited sight vocabulary, and he seldom uses context clues. Until he develops an adequate sight vocabulary and learns to develop other word attack skills, he will not be able to achieve in all subject areas.

Some children may not lack reading skills, but their poor attitudes toward reading, toward school, or toward themselves may interfere with their learning more. This child may hate school; he may see no relationship between learning to read and his future. He may decide that even if there were a relationship between reading and a successful future he need not bother learning to read better because he can't succeed in school anyway. He's always been a failure and he always will be, or *so he might think*. Convincing this child otherwise is not an easy task, but the tutor working alone with this child has the opportunity to do so.

There may be additional children in the classroom who need individual instruction. Any child who is not reading as well as could be expected is a possible tutee. Select the children who need help and rank them according to the ones who need the most help now.

If a committee of persons is going to assign the children to tutors and work out the scheduling program, it may be necessary for teachers to fill out Pupil Background Information forms for the children they are recommending. Such forms could later be given to the tutors and would provide them with some ideas about the children they will tutor. (See sample form.)

## Pupil Background Information

Child's Name _____

Age _____ Grade _____ Date _____

Parent's Name _____

Address _____ Phone No. _____

Occupation of Father and/or Mother _____

_____

Names and ages of other children in family _____

_____

What approximate grade level would you suggest for beginning tutoring materials with this child? (Keep in mind that the tutor can advance to higher level materials.)

List any *specific* reading skills this child lacks that have been noticed in the classroom.

Does the child have any physical problem which may interfere with his reading ability? Explain.

Does the child have any other problems that may interfere with his reading ability (emotional, environmental, language, etc.)? Explain.

List any special interests this child has which may help his tutor establish rapport more quickly.

Do you have any other comments concerning this child that might be of use to his tutor?

Teacher's Signature _____

Room No. _____

## SECTION 2: Making Tutor-Tutee Assignments

Once the children have been selected for tutoring another look must be taken at the tutors. The Tutor Information Form will be helpful in matching a tutor to a child, but more information about the tutor is needed. Individual or group interviews with the tutors to make subjective judgments about the tutor's abilities and interests might be necessary.

Individual teachers or a committee of teachers may decide that all children ranked by the teachers as needing the most help will be tutored. Or they may decide in some instances that a particular tutor is so unsure of her own abilities that she needs to work with a child whose problems are not so severe. Decisions of this sort are hard to make especially without much information to go on; however, some subjective judgments will be necessary.

If one tutor speaks Spanish and one child is having reading difficulties partly because his native language is Spanish, this tutor and child may be a natural pair.

A boy who has no father might get along particularly well with a male tutor. However, since there may not be enough men tutors to go around, women who like sports might be matched with boys who like sports.

### Review of Sections 1 and 2

*Areas of discussion:*

1. What are some criteria for selecting children to be tutored?
2. What are some things to take into consideration when assigning children to tutors?
3. What are some of the things a tutor needs to know about the child?

## SECTION 3: Orienting the Tutors

At the end of this section, the teacher should be able to:

1. Review tutor's knowledge and skills attained during the training program.
2. Orient the tutor to the school calendar and to school policies.
3. Help the tutor plan daily lessons.
4. Explain the use of instructional materials.

In the previous section, individual or group interviews with the tutors were indicated. These could be done in a number of ways. If tutors are assigned to each teacher to work with her in the classroom, the teacher should meet with all the tutors assigned to her. If a Plan 2 program is to be implemented, supervisors or a committee of teachers might meet with the tutors in small groups. More than one meeting might be necessary for reviewing the tutor's training and for orienting the tutors to the school.

These initial interview-review and orientation meetings with the tutors might cover a number of areas.

1. Teachers and tutors or supervisors and tutors would have an opportunity to get acquainted before actual tutoring begins.

2. The teachers or supervisors might evaluate the training that the tutors have had. Discussions centering around the things the tutors learned during the training sessions might be initiated. The tutors might be questioned about the importance of reading readiness, and the meaning of language experience approaches. Teachers and supervisors alike must keep in mind, however, that the tutors will remember more about these various things after they have had some actual experience using them. They may remember what all of these terms mean and they may not, but they should not be judged too harshly until they have had some experience.

3. The teachers or supervisors should emphasize that the rapport that may be established between the tutor and the child is much more important than the tutor's knowledge of the training material. No learning of any kind can take place until the tutor and the child interact with each other. If the tutor accepts the child as a person and if he listens to the child, he may help the child develop better attitudes toward learning and help the child progress even without working on many specific skills.

One tutor worked with a fourth grade boy who happened to be the eleventh child in a family of 12 children. After only five or six half–hour sessions with the tutor, the boy had changed so much in the classroom that the teacher praised the tutor for her accomplishments. The boy, according to the teacher, was doing much better in certain skill areas of reading. The tutor admitted to the teacher that she had done no work with the child in those particular areas. Together, the teacher and tutor decided that the boy was doing better in class because he was having an enjoyable and meaningful one-to-one relationship with an adult that he hadn't received at home or at school. His attitude toward school had changed because someone cared about him; with a different attitude he was able to make progress without much instruction.

Not every child will be able to progress with just attention and without instruction, but many children who get the extra attention of an interested adult in a tutoring session will be more receptive to instruction in the classroom.

4. Now is the time to inform the tutor about how this program will operate. Explain in detail the times tutoring will occur, how often, which days of the week, where, the location of materials, and specific procedures for the tutor to follow if he cannot come one day. Emphasize the importance of the tutor being dependable. If, for some reason, the tutor does not think he will be able to stick with the program, it would be better to lose a tutor now than to let such a tutor begin working with a child and then quit. Children get some pretty fantastic ideas in their heads when someone begins something and doesn't follow through. A child might think the tutor quit coming because he didn't like the child. This is the type of attitude that a tutoring program attempts to prevent.

If scheduling has not already been done, it could be done now. Indicate who is available for the tutor to contact for help, when that person is available, and where (phone number). If the teacher is to assist all the tutors who work with her in her classroom, she might indicate a day when tutors could come to the classroom for conferences after school or she might indicate an area in the classroom for notes to be left when the tutor needs help. Open communication will greatly help the operation of such a program.

5. Explain the school calendar and school policies that apply to the tutors. Some schools require tuberculin skin tests before a tutor can work with a child at school. Other schools may have more health regulations; find out what they are and alert the tutors. Schools have policies regarding field trips and discipline too. A tutor may have to clear a field trip with the principal and get a permission slip from a parent before a field trip can be taken. Let the tutor know about such regulations so the tutor doesn't disappoint a child just because she didn't know the regulations.

6. When assignments have been made, tell the tutor the name of the child he will be tutoring. Provide the tutor with a folder of pertinent information about the child. Emphasize the confidentiality of the information and stress the necessity for all conferences to take place outside the hearing of the tutee or any other child in the school.

7. Show the tutor what materials are available for him to use. If necessary help the tutor find the book's level of difficulty. Some books have the grade level written on the binding—front, back, or end. Other books list the reading level at the beginning of the glossary. Some books will not be graded, and the teacher may have to help the tutor estimate whether the child will be able to read them.

If games are available, show the tutor how to play them. Then explain to the tutor ways the games can be used for specific skill development and other ways the games could be played for other purposes.

*Ends 'n Blends* may be available. The game consists of a board on which various word families appear:

*ow*

| | |
|---|---|
| *eed* | *ew* |
| *out* | *end* |
| *ear* | *aw* |

Players spin a dial, and the number indicated by the spinner tells the player how many ends and blends he may draw. If he gets the following five: *kn c sh d ow* he can play the word

*c ow*. He could have played *know* or *show* but he can only play one beginning with one end to form a word. He gets one plastic red dot for the word he made. The game continues with each player spinning, collecting ends and blends (if the player has more than 10 at one time he must put one back for each one drawn), and trying to form words. There are design cards on the board too, and when two cards are drawn which form the two halves of the design the player collects two red pointers. It is thus possible to score several points without forming words.

This game could be used for practice in working with word families. It would not have to be played as a competitive game. The child and tutor could use the ends and blends to work on particular word families such as:

*d ear*
*f ear*
*sh ear*
*n ear*

Or the child and tutor might work with blends or digraphs such as:

*ch ow*
*ch ar*
*ch eat*
*ch ew*

8. Instruct the tutor in the use of daily lesson plans, daily records or tutoring sessions. These records are important for refreshing the tutor's memory when he needs to confer with the teacher, for the teacher or supervisor to occasionally look over to provide the tutor with additional help, and for the tutor to provide the teacher with information about what has been done with a particular child when the teacher needs such information. These records are also helpful for parent conferences. Such record-keeping forms include both formal, informal, and sketchy types. See samples of each.

**Daily Record Sheet**
**Form A**

Student _____

Tutor _____ Date _____

Review:

Readiness:

Specific Purpose:

General Purpose:

Materials:

Reading Selection: Title _____

Author _____

Source _____

Procedures:

Evaluation:

**Daily Lesson Plan**

**Form B**

Student _____

Tutor _____ Date _____

Objective:

Materials:

Procedure:

Introduction:

Practice Activity:

Reinforcement:

Evaluation:

**Daily Tutoring Record**

**Form C**

Child's Name _____

Tutor's Name _____ Date _____

Materials used:

Notes made during tutoring session:

Child's reactions:

Tutor's reactions and comments:

### *The Daily Record Sheet*

Form A is a rather formal plan for record keeping. It is also a rather inclusive form.

a. The lesson should begin with a *review* of the previous session's activities. This may be just a reminder or a question about what was done last session or it may be an actual review of a skill worked on at the last session. The lesson plan for a second session might include reviewing whether the child remembers the tutor's name and reviewing what was discussed about the child's interests.

b. *Readiness* is the second part of this lesson plan. The tutor will discuss the subject matter that will be used today, introduce new words that may be encountered, or introduce the concept of this lesson. The second session might acquaint the child with a story about a dog — the child has a dog named Rags.

c. The *specific purpose* for this lesson will be written. It may or may not be mentioned to the child. The purpose of the second session might be to interest the child in books and to discover something about his oral language usage.

d. The *general purpose* of the lesson or a series of lessons should be stated here. Again the child may or may not be informed. The general purpose may be to increase the child's experience background and oral language facility.

e. The *specific materials* which the tutor plans to use must be listed. Games, word cards, and homemade materials should all be listed. If during the actual lesson something is not used, it should be crossed out. If something else is used as a substitute, it should be added. Pencil and paper may be needed for an experience story at session two.

f. Any book or story read by the child or adult should be listed under *Reading Selection* by story title, author, book title, publisher and page numbers. At session two, the tutor might read "The Puppy Who Wanted a Boy" by Catherine Woolery, pages 20-26 in *Treat Shop*, edited by Eleanor M. Johnson, Leland B. Jacobs and Jo Jasper Turner, (Columbus, O.: Charles E. Merrill Books, Inc., 1966).

g. *Procedures* include the sequence of the lesson and/or any special approaches used. For lesson two the tutor plans to read the story, discuss the story with the child, and encourage the child to dictate a story about his dog, Rags.

h. Under *Evaluation* the tutor should list any progress the child might have made, any approach or material that was especially effective with the child, and any errors or problems noted during the session. All notations made during the tutoring session should be made here and analyzed immediately after the session. During and after session two, the tutor might tell how the child reacted to the story, whether he liked it, whether he found it amusing or not. Then the story dictated by the child should be included in the file.

### *The Daily Lesson Plan*

Form B is similar to Form A but not quite so specific. Again the tutor must list objectives; materials used; the procedures (with emphasis on the introduction of the concept and the practice activity; reinforcement, which could include another type of activity, reward, or a review or reinforcement of a previous learning; and an evaluation of the child's performance, the approach used, and the materials used.

### *The Daily Tutoring Record*

Form C is the most sketchy type of daily record. It lists only materials used, notes made during the tutoring session, the child's reactions, and the tutor's reactions and comments. This form can be just as informative as the other forms if the tutor is taught to use it correctly.

The information under materials used must be complete with titles and page numbers. Notes made can include the exact procedures

used, the child's errors in oral reading, and any other relevant information. Evaluations can be made under both headings of child's reactions and tutor's reactions and comments.

This form allows the tutor more flexibility for recording and can be used during the session. It may be sketchy, but it can be very informative. The important point to remember in using any form for planning and record-keeping is that every lesson or tutoring session must have some structure and accurate records of materials used, and child responses must be kept for reference. These forms do not have to be neat — just accurate and inclusive.

9. Invite the tutor to the classroom to observe the tutee in the classroom setting before tutoring sessions begin. In this way, the tutor can become acquainted with the teacher's methods, the materials that are readily available to the child in his classroom, actual classroom instruction, and how the child acts in his classroom setting. The tutor might be provided a Structured Observation Form to guide this visit. A sample form follows. Inform the tutor that not all the items on the Structured Observation Form may be applicable on the specific day he observes.

10. After the tutor has visited the classroom, talk with him about the child or children with whom he will be working. Since the first session will be important from the standpoint of tutor and tutee getting acquainted and getting to like each other, stress ways the tutor can establish rapport with the child. The best way, of course, will be for the tutor to let the child talk — the tutor could ask questions such as those on the interest inventory and listen to the child's responses. However, if the child has trouble communicating, the tutor may find it difficult to keep the child talking for the entire session. He may need to have a game in mind to fall back on when conversation grows weak.

**Structured Observation**

Tutor's Name _____ Date _____

Time of Observation _____ Room No. _____

Name of child or children observed _____

What activities were occurring when you observed?

How did the student participate in these activities?

What kind of reading habits did this child exhibit?

What seemed to be the child's relationships with other children in the classroom?

What kinds of work habits did this child exhibit?

How did he make use of his free time?

What did you notice about this child's oral language ability?

Did the child volunteer any information during class discussion? If so, how did his information relate to the discussion?

This first meeting between tutor and child should establish a jumping-off place for future sessions.

### Review of Section 3

The following exercise is designed to be used as a basis for discussion between the teachers and the teacher trainer. Below are some *do's* and *don'ts* for teachers working with tutors. Please check each statement. Check whether it is something the teacher should *do* or something the teacher should *not do*.

DO DON'T

1. Get acquainted with your tutors.
2. Question the tutor about his training to see how much he remembers.
3. Be sure the tutor is very knowledgable about reading practices and spend little time on ways that he might establish rapport with the child.
4. Have the tutor ignore the school calendar when planning a field trip.
5. Let the tutor take the child to the public library without his parent permission slip; his parents won't care.
6. Ask the school nurse to arrange for health checks for the tutors according to school policy.
7. When a tutor becomes ill and has to quit the tutoring program, tell the child only that the tutor quit.
8. When a child is ill for several days, don't bother to call the tutor; he needs to come to school anyway.
9. Show the tutor where he can find materials for the tutoring program.
10. Encourage the tutor to leave you alone and not to bother you with questions.
11. Suggest some times when you can be reached by the tutor for conferences.
12. Emphasize the worthlessness of keeping records by ignoring them.
13. Talk to the tutor about Johnny while Johnny is present so Johnny will know what his problems are.

## SECTION 4: Ongoing Work with the Tutor

At the end of this section, the teacher should be willing to:

1. Provide the tutor with assistance whenever necessary.
2. Help the tutor diagnose the child's reading levels.
3. Review with the tutor the parts of the tutor training program which apply to the tutor's work with the child.
4. Help the tutor evaluate his own performance with the child in the tutoring session.
5. Help the tutor evaluate the child's progress at the end of a semester or at the end of the tutoring program.

Help the tutor get started. Suggest activities for the first session or two that will help put both the tutor and tutee at ease. Be available to give the tutor further assistance with lesson plans as the program progresses. Try to arrange monthly or bi-monthly conferences with tutors.

1. Help the tutor diagnose the child's reading levels. Future lesson plans will depend somewhat upon discovering the child's independent reading level and his instructional reading level as well as discovering some of his specific weaknesses.

2. After the tutor has used an Informal Reading Inventory and after he has made notations concerning the types of errors the child has made, look over his notes with him and see where some of the child's problem areas are. Then help the tutor plan lessons for specific skill areas. For example, the child may have missed several beginning consonant blends. Help the tutor plan some lessons involving practice with blends.

3. After tutors have met with the children six or eight times, meet with them and review

some of the things that were included in their training. Now that they have met with the children, the tutors have a better understanding of which areas of their training will apply to them. They can review what they have learned during their training period and apply it to their particular tutee. The teacher should make every effort to show the tutor the relationship between what he learned during his training and how it applies to the children he is tutoring. Just as the tutor encourages the tutee to talk by asking questions, so also should the teacher ask the tutor leading questions now.

4. Help the tutor evaluate his own performance after the first few sessions. As part of his training he received a self evaluation checklist. You may want to use that checklist to help him evaluate the first few meetings he has with the tutee. In addition, the tutor can use such questions as the following, to review the success of his lesson.

a. Did I plan well for the lesson?

b. Did I introduce the lesson so the child understood the ideas I wanted him to understand?

c. Was I enthusiastic?

d. Did I explain enough so the child could do the practice activity?

e. Did I have all the materials I needed to teach the lesson?

f. Did I tell the child when he was correct?

g. Did I encourage him when he was having difficulty?

h. If the lesson went well, can I suggest some reasons why it did go well?

i. If the child didn't perform well, do I know why?

5. Help the tutor evaluate the child's performance at the end of the tutoring period. An Evaluation or Final Report Form follows.

**Evaluation of Final Report Form**

Student's Name _____ Grade _____

Tutor's Name _____ Date _____

How many sessions did you actually meet with the student?

How has the student responded to the tutoring sessions and to you as a personal friend?

Have you noticed a change of attitude on the part of the student toward the tutoring sessions or toward reading?

What skills have you been working on with this student?

What materials have you used with this sudent?

What are your impressions of the problems facing your student?

What do you see as the strengths of this student?

Have you had any special problems with this student?

What change, if any, have you noticed in the student's reading ability or in the student's ability to use specific skills?

What recommendations would you make concerning future work with this student?

Working with volunteer tutors is not an easy task. It will require some extra time and work on the part of the teacher, but hopefully the end result will justify the means. The effectiveness of the volunteers, will depend largely upon the skill with which the classroom teacher will be able to guide them.

### Review of Section 4

Some questions for discussion:

1. In what areas might the tutor need extra help from the teacher?
2. Why is it a good idea to review the tutor's training after the tutor has been tutoring for a while?
3. What will the tutor learn from evaluating his own performance?
4. What kinds of questions need to be asked to evaluate the student's progress or performance at the end of the tutoring program?

## SECTION 5: Evaluating the Tutor's Performance

The major objective of this unit is to provide the teacher with guidelines to follow in evaluating the performance of the tutor.

There are several aspects involved in evaluating the tutor's performance. These include evaluating the tutor's ability to establish rapport with the child, evaluating the tutor's ability to diagnose the child's areas of weakness, evaluating the tutor's ability to plan sessions to achieve certain goals, and evaluating the child's progress or change in attitude since tutoring began. Many factors enter into an evaluation of the tutor's performance. Perhaps again the teacher needs some guidelines in evaluating the tutor's performance.

A Tutor Evaluation Form to be filled out by the teacher or supervisor follows.

**Tutor Evaluation Form**

Name of Tutor _____

Name of Teacher _____ Date _____

Please rate the performance of the Tutor in the following areas as Excellent, Good, Needs Improvement, or Poor.

The tutor has been able to work with the teacher.

The tutor has been regular in attendance.

The tutor has been able to establish rapport with the student(s) assigned.

The tutor provided an appropriate model for the student in his behavior, speech, and dress.

The tutor was able to carry out instructions well.

The tutor was able to keep good daily records.

The tutor was able to work without much direction from the teacher.

The tutor at all times maintained a professional relationship with the tutee, with the teacher, and with the school staff.

The tutor was able to bring about a change in the child's attitude and/or reading ability.

The tutor was able to apply his own initiative in making plans for the tutee.

The tutor was able to change or adapt the lesson plans to the needs of the student when adaptations seemed necessary.

The tutor seemed to enjoy working in the tutoring situation.

## Review of Section 5

*For discussion*

What kinds of questions need to be answered when evaluating the performance of the tutors?

## SECTION 6: Locating Instructional Materials

At the end of this unit the teacher should:

1. Be familiar with some of the high interest, low level book series that are available for slow readers.
2. Know what kinds of basic supplies the tutors will need.
3. Be aware of several materials that are available for specific skill development.
4. Have some idea of how games and home-made materials could be used in a reading program.
5. Know where to turn for donations of funds with which to purchase materials or for donations of the materials themselves.
6. Be able to explain the purposes of some of the materials, what skills can be taught with the materials, and some precautions to take in using some of the materials.

Many of the children who are recommended for a volunteer tutoring program are children who have not succeeded in learning to read using the standardized textbooks that are available in the classroom. Thus, other instructional materials may be necessary for such a program to succeed. Where are these other materials going to come from and what are they?

First of all, many types of materials can be used that are readily available in the school. These include the library books that are available for children to use, paper and pencils that are available for children to write their own stories (or to dictate them to the tutor), and paper and paints, with which children in the classroom could make homemade materials.

Basic general supplies, consumable items and working tools, needed for an ongoing tutoring program include the following:

Chalk and chalkboards
Construction paper (9 x 12 and 12 x 18 in assorted colors)
Crayons, colored pencils, dry markers
Erasers
Manila drawing paper (9 x 12)
Manuscript writing paper
Masking tape
Marking pens
Paste
Pencils
Scissors
Tagboard (12 x 18)
Stapler and staples
Transparent tape

Two other general supplies which can be used to save some consumable items include sheets of clear acetate, heavy transparent paper which can be used over a page in a crossword puzzle book or in a workbook, and a grease pencil. The student can use the grease pencil on the acetate to work the crossword puzzle, and the pencil marks may be rubbed off the paper with a tissue or even with the hand. These materials must be available in the classroom if that is where the tutor will work or in a central location where tutors will be able to get to them when the materials are needed.

Low level, high interest books may or may not be available in large enough supply in the school library. Some of the better series of books to use with slow readers include the following:

*Cowboy Sam* series by Edna Walker Chandler, published by Benefic Press, 1900 North Narragansett St., Chicago, Ill. 60639: a series of books including *Cowboy Sam and the Fair, Cowboy Sam and Freckles*, and many other titles ranging from primer to third grade level in difficulty.

*Dan Frontier* series by William J. Hurley, published by Benefic Press, a series of books including *Dan Frontier and the Big Cat, Dan Frontier Scouts for the Army*, and several other titles ranging from preprimer to third grade reading levels.

*Go Ahead Books* by Jo Gregory, published in 1970 by McCormic-Mathers Publishing Company, Inc, 300 Pike St., Cincinnati, O. 45220: a series of books including *The Little Clown, The Red Kite, Nine on a Team, The New Shoes, Tom's Little Feet, The Dog who Wanted a Boy, The Blue Weed, The House on Wheels, The Balloon Book, An Umbrella for May, The Boat, The Yellow Horse, Sue's Tree, Mr. Long's Long Feet*, and *Happy, the Merry-go-Round Horse*, all paper-

back books but on good quality paper with colorful pictures depicting black children in the inner city as well as children of several nationalities, all about second grade level.

*Jim Forest* series, published by Harr Wagner Publishing Company, 29 Columbine Dr., Palatine, Ill. 60067: a series of books including *Jim Forest and Ranger Don, Jim Forest and the Mystery Hunter*, and several other titles ranging from first to third grade levels.

*Sailor Jack* series, published by Benefic Press: a series of books including *Sailor Jack and the Jet Plane, Sailor Jack and the Target Ship*, and other titles ranging from preprimer to third grade level.

*Sullivan Reading Series*, published by McGraw-Hill Book Company, 4655 Chase Ave., Lincolnwood, Ill. 60646: a set of readers, workbooks, and teaching guides, beginner to third grade level.

*The Checkered Flag Series*, published by Harr Wagner Publishing Company: four books in paperback edition titled *Bearcat, The Riddler, Smashup*, and *Wheels*, all about auto racing, ranging from second to third grade level.

*The Bank Street Readers, published* by the Macmillan Company, 60 Fifth Ave., New York, N.Y. 10011: books especially written for urban disadvantaged children ranging from beginning to third grade level including supplementary units on preprimer level.

*The Deep Sea Adventure Series* by Frances Berres, *et al.*, published by Harr Wagner Publishing Company: a series of books including *The Sea Hunt, Treasure Under the Sea, Submarine Rescue, The Pearl Divers*, and *Frogmen in Action* (three more books at fourth and fifth grade levels) ranging from high first grade to third grade levels.

*The Morgan Bay Mystery Series*, published by Harr Wagner Publishing Company: a series of books including *The Mystery of Morgan of Morgan Castle, The Mystery of the Marble Angel, The Mystery of the Midnight Visitor, The Mystery of the Musical Ghost, The Mystery of the Missing Marlin* and three other titles ranging from second to fourth grade level.

*The Sullivan Associates Readers Series*, published by McGraw-Hill Book Company: fourteen books stressing short vowels for grades two and three.

There are many more series of books which could be used with slow readers. Lyons & Carnahan's *Curriculum Motivation Series*, a series of supplementary readers, has some very interesting make-believe stories which children often enjoy. However, the books look like textbooks and many children will refuse to try them for this reason.

Ginn & Company has just published a new *Reading 360 Series* which is very appealing. It is a series of books with a linguistic base and the series proceeds by levels. A wide range of interests and many cultural areas are included in the books at Levels 9 and 10. Earlier levels have not been seen, but they are very interesting. Level 1 is titled *Learning About Sounds and Letters* and is a kit of instructional materials. These need to be seen, however, before they can be used.

Other materials which might be used for specific skill development include the following:

*Phonics We Use*, published by Lyons & Carnahan Educational Publishers, 407 East 25th St., Chicago, Ill. 60616: workbooks of phonics exercises with emphasis on auditory discrimination for levels one through six.

*Reader's Digest Skill Builders*, published by Reader's Digest Services, Educational Division, Pleasantville, N.Y. 10570: paperback books that look like the adult magazine with short stories and comprehension questions following each. Reading levels range from grades one through eight.

*Reading for Concepts* by William Liddle, Webster Division, McGraw-Hill Book Company, 1970: a series of eight books, paperback editions with one-page stories and questions for the reader to answer ranging from grades 1 through 6. *Reading for Concepts A, B, and C* are for grades one to three.

*SRA Reading Laboratory IIa*, published by Science Research Associates, 259 East Erie St., Chicago, Ill. 60611: a box containing 150 exercises (15 at each grade level from two to nine) in comprehension, word study, and vocabulary plus 150 brief "Rate Builders" similarly graded, 10 listening exercises, scoring keys and Teacher's Manual (Several boxes are available for various skills).

*First Experiences with Vowels*, Instructo Products Company, Philadelphia, Pa. 19131: a multi-sensory kit including recordings, vowel cards to touch and trace over.

*Fun With Words* (Dexter A) Instructional Aid Kits, Dexter & Westbrook, Ltd., Rockville Centre, N.Y.: a game to play with first grade children "Riddle, Riddle Rhyme Time".

*Fun With Words* (Dexter B) Instructional Aid Kits, Dexter & Westbrook Ltd., Rockville Centre, N.Y.: a similar game with blend and digraph substitution.

*We Read Sentences* (Dexter A Five) Instructional Aid Kits, Dexter & Westbrook, Ltd.: a game to play in which the child must supply the missing word in a sentence.

Some games which are available in most stores include the following:

*ABC Lotto*, Childcraft, P. O. Box 280, Madison Square Station, New York, N.Y. 10010: about $1.25.

*Alphabet*, Childcraft: about $3.00

*Consonant Lotto*, Garrard Publishing Company: about $1.00

*Ends 'n Blends*, Educational Games, Inc.

*Fun With Rhymes*, Instructo Products Company: about $3.95

*Go Fish, A Consonant Sound Game*, Remedial Education Center, 2138 Bancroft Place N.W., Washington, D.C. 20008: about $1.25

*Go Fish, a Consonant Blend Game*, Remedial Education Center: about $1.25

*Scrabble*, Selchow and Righter Company, 200 Fifth Ave., New York, N.Y. 10010: about $4.00

*Scrabble for Juniors*, Selchow & Righter Company

*Spill and Spell*, Childcraft: about $2.00

*Magnetic Spelling Board*, a "Teach-a-Tot Toy" from Holgate Toys, Inc., Chicago 47, Ill.: a board which comes with letters of the alphabet, extra vowels and consonants all magnetized so they will adhere to the board: More capital and lower case letters can be ordered.

[Note to trainer: Lists such as these are helpful to the teacher, but actually seeing materials such as those listed here would help the teacher more. Many teachers are not aware of the new things available in the area of reading instruction — especially in the area of remedial instruction. Ask a nearby college (Reading Department or Clinic) to present a display of materials such as those suggested here and others too. Have someone available who can explain how each item could be used, where it can be purchased, and how much it costs if possible. Place the materials on tables in a large room and let the teachers browse. They will enjoy the opportunity to see some of the newer materials and they will be better able to recommend use of such materials.]

These books and games are only some of the materials available for use with slow readers. However, all these things cost money which may or may not be available. Therefore, some activities will be suggested that could be used by the tutor or by the classroom teacher. These activities will aid instruction, but they will not depend upon a cash outlay for materials. Many more such activities could be created by the teacher or the tutor and put to equally good use.

*Comic strips* could be cut from newspapers and used for a variety of activities. Select those comic strips which contain an entire story today (*Blondie, Nancy, Peanuts*, etc.), not continued stories. The tutee could read the comic strip; most comic strips have very few words. The tutor could cut the strip into sections and ask the tutee to put the sections in order.

Hum *television commercials* and ask the child to guess the words. Words to a favorite television commercial could be written down and read by the tutee later, as a type of language experience approach.

*Popular songs* could be used in the same way. Words to the tutee's favorite song could be written for him to read — another language experience approach.

*Picture cards* could be made by the tutor or tutee. One card could have a picture and a word on it and the child could match this card with another card that has only the word printed on it. The more sophisticated child could match a word card with a picture card (no word under the picture).

*Scrapbooks* could be made from a number of things and for a number of reasons. One child could cut articles from newspapers or magazines about a particular topic that interests him. He might read these articles or the tutor could read them to him if the words are too difficult. However, the child might learn some of the key words which have the most meaning for h m.

*Maps* could be made by the tutee. He could make a map of the area he knows best, for instance, the area between his home and the school. The important things in his neighborhood should be put on the map. If the tutor and the child go on some kind of field trip, the child could map out the trip.

*Hip dictionaries* are also quite popular with children. If the child uses a lot of "hip" talk or a special language, let him make a "hip" dictionary. Every time he uses one of his rich colorful words, put it on a card, ask him what it means, look in the dictionary for words which might mean the same thing, and record the English definition for his word as well as some of its synonyms. Children love to use new words that no one else will be able to understand.

*Word games* may also be played with the child, and he will learn new words without much effort. One type of word game includes

choosing categories such as flowers or four-legged animals or baseball players. Each person names as many words as he can for the category. This game can be played orally, or the words could be written down.

Another game might be one in which the first person gives a word such as *kangaroo* and the next player must think of a word that begins with the last letter in that word. He might think of *okay*. Some help may have to be given to young children who don't know what the last letter of your word is, but children love to try to stump adults with words that end in *x*.

"I'm thinking of a word that begins with the same sound as the word *bell*." In this game additional clues are given until the player gets the answer. "It is something we use in school." When the child guesses *book*, then he thinks of a word.

Tutors and teachers can think of many more games which can be played for various skill developments. Children often know some games of these types too. Thus, not all instructional materials need to cost money. But what about the ones that do cost money?

*Where can the school get some additional instructional materials?*

1. One of the best ways to discover what kinds of materials appeal to the children would be to borrow some materials on a trial basis. If a particular book, game, or series of books has great interest, it may be worth purchasing. Materials might be borrowed from the public library, from school administration curriculum libraries, from university reading center libraries, and from private homes. Visits to some of these places would be rewarding just because teachers or tutors might see what kinds of materials are available.

2. Community sources might be investigated for donations of materials. Local service organizations, the school P.T.A., civic organizations, social organizations, and government agencies, could be approached for donations of funds or specific materials.

Locating materials for a successful tutoring program may take some time, but the results will be worth it. Don't overlook any possibilities. Once materials have been found, consider the possibilities of explaining to a tutor how she can use them. What are the purposes of the materials? What skills can be taught by using these materials? What are some precautions a tutor should take when using these materials?

SRA materials or any other material can be overused. There are 15 exercises at each grade level of the SRA materials. Perhaps the child doesn't need to go through all the exercises for vocabulary; perhaps he needs to work with some of the comprehension exercises instead. Help the tutor use the materials well.

## Review of Section 6

Respond to these questions with *Yes* or *No*. Then explain why you responded as you did.

1. Tutors need some basic general supplies such as pencils, crayons, paper, etc.
2. Boys would probably not enjoy reading *The Checkered Flag Series*.
3. Most children would prefer using their readers for oral reading in the tutoring session.
4. Games for developing reading skills are usually too expensive for the school to purchase.
5. Comic strips have no place in the classroom.
6. Television commercials can be used for reading material.
7. Homemade materials are usually so poorly done that they cannot be used for any really constructive purpose.
8. If the school cannot afford to purchase materials for a tutoring program, the whole program might as well be forgotten.
9. Borrowing materials is a good way to find out whether particular materials are worth purchasing.
10. Some materials can be overused.
11. Anybody can use the materials listed

in this section, but some extra knowledge about how to use them best may be required.

## SECTION 7: Providing Space

At the end of this brief section, the teacher will have some idea of how he might partition off sections of the classroom for tutors and tutees to use and where he might look for other areas in the school which could be used for a tutoring program.

If the tutor or a group of tutors will work in the classroom, the teacher will need to manage their spatial needs. Perhaps it would be possible to use movable bookcases to partition off a small portion of the room for tutoring space. The bookcase could be used to store materials being used by the tutors, and the floor space could be available for classroom use by moving the bookcase or bookcases or by leaving the area for other students to use during the day for individual study or small group work.

Occasionally a tutor may need more privacy than is possible in the classroom. Hallways have been used before, but some means of screening the tutor and tutee from the view of everyone who passes by is necessary.

Conference rooms may be available in the school, and these could be used occasionally by the tutors. However, most conference rooms are used frequently by the school staff, and some form of signup may have to be instigated if there is no such policy. The school library, cafeteria, auditorium, and an unused classroom are all possible areas which could be used.

## REVIEW OF SECTION 7

***Questions for discussion:***

1. How might you provide space in your classroom for one or more tutors to work? Do not limit your answers to the suggestions in the text.
2. What rooms or parts of rooms in your school might be considered for housing tutors and their students? Again, think about your particular school. You may think of an area that no one else has thought of using.

## CONCLUSION

Tutoring programs are still new, and not all of their problems have been solved. Each school which uses a tutoring program does so by adapting the program to its own basic needs and purposes. With real cooperation between all persons involved in a tutoring program and with positive attitudes and goals, our children will benefit greatly.

☆ U. S. GOVERNMENT PRINTING OFFICE : 1972—[illegible]